



New Literacy Content on Y4Y

September 9, 2014

1:00 p.m. EDT

**Y
FOR
YOUTH**



**Yo
FOR
YOUTH**



Disclaimer

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Published Materials

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This event is being live-captioned for the hearing impaired. You can access these captions by clicking on the Media Viewer panel in the lower right corner of your screen. Please note that both the audio and video portions of this webinar are being recorded for archival purposes.



How to Use the Technology

The screenshot displays a Webex training session window. The main content area shows a presentation slide titled "Y4Y Web-based Training Online Professional Learning". The slide features the "Y4Y FOR YOUTH" logo, which consists of the letters "Y4Y" in orange and "FOR YOUTH" in green, with a group of five diverse children giving thumbs up below it. A blue banner at the bottom of the slide reads "21st Century Community Learning Centers", "U.S. Department of Education", "400 Maryland Avenue SW", "Washington, DC 20202", and "y4y.ed.gov". The Webex interface includes a top menu bar with "File", "Edit", "Share", "View", "Communicate", "Participant", "Event", and "Help". Below this is a toolbar with "Quick Start", "Event Info", and "Family Involve...". The right sidebar contains a "Participants" panel showing "Participants: 2" with a list of "Panelists: 2" (Jim Kiley-Zufelt (me) and Jim Kiley-Zufelt (Host)) and "Attendees: 0 (0 displayed)". Below the participants panel is a "Chat" panel with a message from Jim Kiley-Zufelt to all participants. At the bottom, a "Polling" panel is visible. The status bar at the very bottom shows "Cisco Webex", "Event number: 669 671 597", and "Audio broadcast disconnected".

Y4Y Web-based Training
Online Professional Learning

Y4Y FOR YOUTH

21st Century Community Learning Centers
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
y4y.ed.gov

Participants: 2

Panelists: 2

Jim Kiley-Zufelt (me)

Jim Kiley-Zufelt (Host)

Attendees: 0 (0 displayed)

Chat

from Jim Kiley-Zufelt to All Participants:
...and it will display up here!

Send to: All Participants

Type your question or comment down here...

Send

Full Screen 114% View

Cisco Webex Event number: 669 671 597 Audio broadcast disconnected

Connected

Y4Y FOR YOUTH



Introductions

Hosts:

Karen Tylek

Y4Y Training Specialist


Jessica Chung

Y4Y Content Specialist





Goals & Objectives

- Learn about the new Literacy resources available on Y4Y.
 - Gain ideas for integrating Literacy activities into your program.
 - Discuss strategies for working with staff, students, and families.
- 

Polls





Only Professional Learning and Technical Assistance for 21st CCLCs

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Project-Based Learning

Aligning with the School Day

Science, Technology, Engineering, and Math (STEM)

Strengthening Partnerships

Family Engagement

Literacy



For Directors

Find valuable resources to help you and your staff.



Welcome

I'm very happy to share this online community with you, our talented and hard-working 21st Century afterschool professionals. We've developed this entire website based on what you're telling us you need to create engaging

Our Blog



Find a Program

After School Programs & Providers

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Find It



Online Professional Learning and Technical Assistance for 21st CCLCs

Learn

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Search



Y4Y > Learn > Literacy

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Literacy

Introduction to Literacy



Learn how literacy is at the heart of making and communicating meaning and knowledge in every subject area. Understand the specific set and development of skills that comprise literacy in the 21st Century and grow in ways to approach literacy everywhere in your program.

Implementation Strategies



Find strategies to move literacy into practice, including assessing students' needs and implementing a variety of engaging, age-appropriate and research-based activities.

Coaching My Staff



Learn how to effectively support staff using exemplar literacy training materials and strategies for team-building and making connections with schools and community resources.

Tools



Find ready-to-go and customizable tools that can assist you in planning, implementing, and assessing your projects.

My Notebook

LITERACY

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please **sign in** if you already have an account or **register now** to join the Y4Y community!

Glossary

LITERACY

Search This Topic

Type here to filter terms...

[Show Literacy Glossary](#)

[View Entire Glossary](#)



Literacy: A Cornerstone of College and Career Readiness

Much has been made of the importance of preparing young people to succeed in the 21st century, but literacy represents a set of skills that are essential in every century. In order to prepare students to be successful in college, careers, and life, they must be equipped to read, write, speak and listen, and use language in ways that grant them access to whatever opportunities they wish to pursue. These skills can be described as:

ELL Note: Children acquiring English as a Second Language will progress more quickly in their acquisition of English if they are exposed to rich oral language across all learning environments, including during out of school time activities.

- **Reading:** The ability to read and independently comprehend the kinds of complex texts commonly encountered in college and careers is an essential ingredient for future success. We'll explore various types of texts a little later in this course.
- **Writing:** Writing can be used to express and support opinions, demonstrate understanding and knowledge of a subject, and tell stories about real and imagined events.
- **Speaking and Listening:** Speaking and listening not only represent the keys to successfully communicating with others, but also serve as the gateway to acquiring the ability to read and write.
- **Language:** Reading, writing, and speaking and listening are all supported through an understanding and usage of the English language.



Reflect on This

When and how do you practice these skills in your program? Jot down some ideas in My Notebook.



Five Components of Reading

In 1997 Congress established a National Reading Panel to evaluate existing research and evidence to find the best ways of teaching children to read. In 2000, the [National Reading Panel published their findings](#). The panel determined that a combination of strategies that focus on the following five key areas were most effective in teaching children to read:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Reading Comprehension

In the next section of the Introduction, find out more about each of these areas, and watch the videos to see teachers in action.

« How Do We Become Good Readers?

Phonemic Awareness »



Vocabulary

Definition: Vocabulary is the knowledge of words and word meanings in both oral and print language and in both expressive (speaking and writing) and receptive (listening and reading) forms. (Pacific Resources for Education & Learning)

Why It's Important

- To process information quickly and efficiently
- To use words accurately in oral and written communication
- To make connections between words and concepts
- The reader's level of vocabulary is the best predictor of ability to understand text.

What might I observe in students who need support?

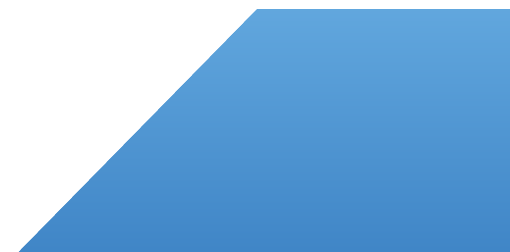
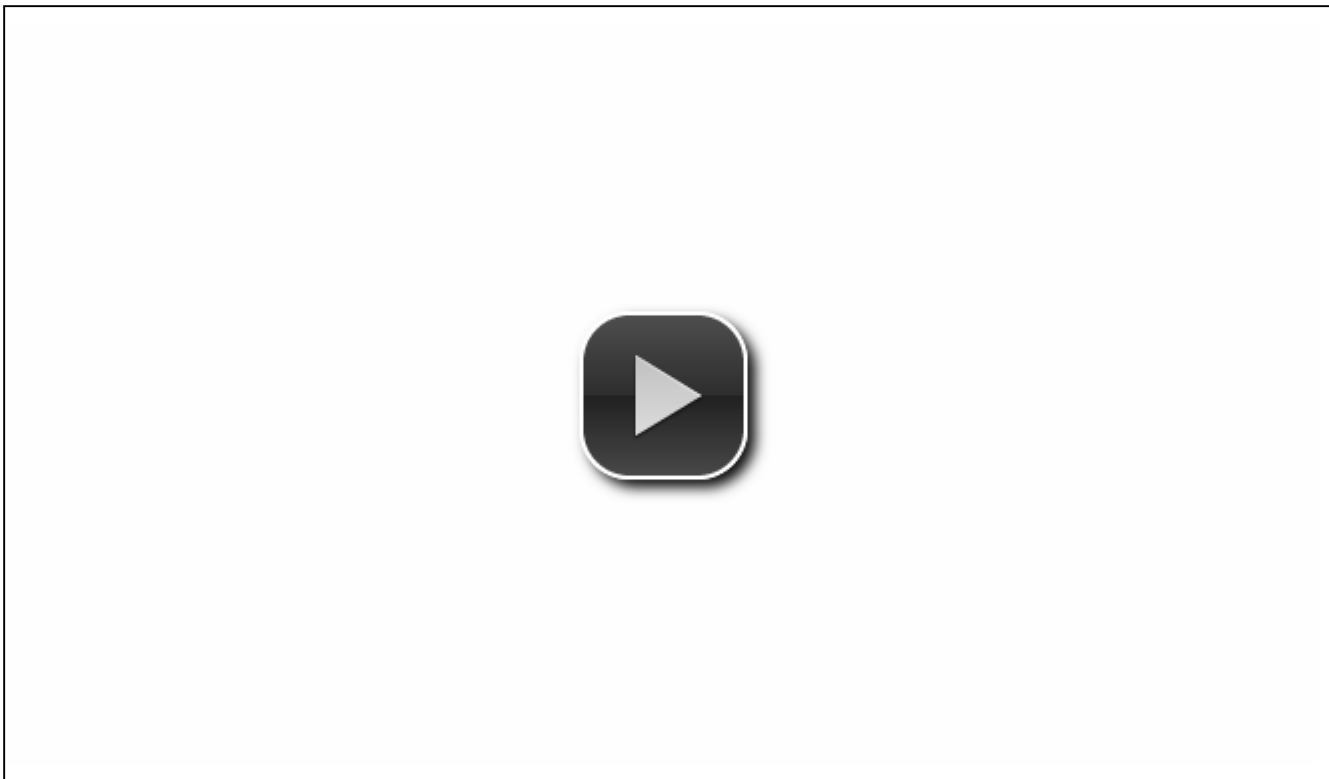
- The student may fail to demonstrate comprehension, but pass tests of decoding/prior knowledge
- You may notice that the student uses only basic vocabulary in oral language/writing
- The student may miss context dependent vocabulary
- You may notice that comprehension increases and errors decrease when key words are introduced prior to reading

Learn more

- Read more about vocabulary instruction in the [National Reading Panel report](#)

21st CCLC programs have a tremendous opportunity to grow the vocabularies of the children they serve. And by bolstering vocabulary, you make children better readers! There are three powerful strategies for [Vocabulary Development](#) that you can learn more about in Implementation Strategies:

- Foster word consciousness
- Play with language
- Explore word meanings





How's My Reading?

Using what you've learned so far, see if you can figure out ways to help the readers described in the following scenarios. Use this exercise to help you think about what kinds of things you should be looking for in order to help a student become a better reader in your program. As a 21st CCLC staff member, you have the power to really make a difference in a young reader's life.

Explore the profiles below for some ideas to help strengthen reading skills.



Markel is a happy and energetic kindergartner who loves playing outside and listening to his favorite stories over and over. In the middle of his kindergarten year, Markel can only name a few letters of the alphabet and matches few letter names to the correct letter sounds. When doing rhyming activities, Markel loves to call out words, but primarily guesses and cannot identify when two words rhyme or produce a word that rhymes with another word. He has trouble identifying if two words begin or end with the same sound, and when given word parts, he has trouble putting them together to make a whole word. Markel doesn't yet understand that words are made up of individual sounds, so struggles in activities where the teacher asks him to break down a word into its sound parts.

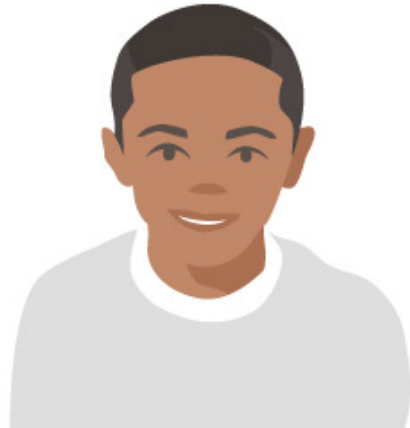
Where did Markel go off-track?

Where did Markel go off-track?

Markel went off-track between the Visual Cue Word Recognition stage and the Phonetic Cue Word Recognition stage. He needs primary support developing oral language skills and phonemic awareness. Click [here](#) to review the Phonemic Awareness Hierarchy of Skills. Markel needs help with:

- listening to sounds
- identifying rhyming words
- generating rhyming words
- working with onset & rimes
- isolating and identifying the sounds they hear within words
- rapid letter naming
- matching letter names and sounds with automaticity
- rapid sound naming
- segmenting and blending practice
- phonological awareness activities

The "onset" is the initial phonological unit of any word (e.g. c in cat) and the term "rime" refers to the string of letters that follow, usually a vowel and final consonants (e.g. at in cat).





Learn More Library

External Videos

[A Phonics Lesson With Chrysanthemum \(Read Write Think\)](#)

[Acting Out a Story with a Child \(Read Write Think\)](#)

[Before, During and After Questions: Promoting Reading Comprehension](#)

[Collection of Classroom Videos: Fisher & Frey](#)

[Digital Literacy /Digital Youth Network \(DYN\)](#)

[Fluency: Context Skills \(PBS Learning\)](#)

[Foundational Reading Skills: Fluency K-2 \(TCRWP\)](#)

[Foundational Role of Vocabulary and Comprehension in Early Literacy \(IRA\)](#)

[I Do, We Do, You Do: Scaffolding Reading Comprehension in Content Areas](#)

[Integrating Two Texts on the Pilgrims: Small Group Reading 3-5 \(TCRWP\)](#)

[Performance Poetry Engages Students \(Edutopia\)](#)

[Read Aloud Extension: Developing an Awareness of Phonemes](#)

[Reader's Theatre: The True Story of the Three Little Pigs](#)

[Reading a Picture Book With a Child \(Read Write Think\)](#)

[Teaching Reading K-2 \(Annenberg Center\)](#)

[Teaching Writing \(Reading Rockets\)](#)

[Video example of choral reading \(Read Write Think\)](#)

Publications

Adolescent Literacy: Addressing the Needs of Students in Grades 4-12

Adolescent Literacy Development in Out-of-School Time

Advancing Our Students Language and Literacy (AFT)

Early Reading Proficiency in the United States (AECF)

Effective Vocabulary Instruction

Explicit Comprehension Strategy Instruction

Fluency: Instructional Guidelines and Student Activities

Getting to Work on Summer Learning: Recommended Practices for Success (RAND)

Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5

Literacy in Afterschool Programs: Lit Review

Phonemic Awareness: Concepts and Research

Pioneering Literacy in the Digital Wild West: Empowering Parents and Educators

Pre K-3rd Getting Literacy Instruction Right

Pre K-Grade 3 Reading and Literacy Practices That Matter

Put Reading First: The Research Building Blocks for Teaching Children To Read

Read Aloud, Read Along, Read Appropriately to Foster Flexible Readers

Web-based Resources

[Get Ready to Read \(National Center for Learning Disabilities\)](#)

[International Reading Association](#)

[Into the Book](#)

[Jumpstart](#)

[Library of Congress: Center for the Book](#)

[My Vocabulary](#)

[National Council for Teachers of English](#)

[National Education Association Resources to Get Reading](#)

[PBS Parents: Reading Language](#)

[PBS Learning Media](#)

[Power Up What Works](#)

[Reading Planet](#)

[Reading Rockets](#)

[SEDL: Literacy Resources](#)

[Starfall](#)

[The Big Read](#)

[Word Up Project Word Lists](#)

[Visual Thesaurus](#)

Lesson Plans and Activities

Annenberg Learner: Lesson Plans for Literature

Balanced Literacy Diet

Bank Street College of Education

Discovery Education

Edsitement

Florida Center for Reading Research

K12 Reader

Keys to Literacy

Read, Write, Think

Reading is Fundamental Activities

National Council of Teachers of English (NCTE)

National Writing Project

Into the Book

Reading Resource

Scholastic



Check for Understanding

1. Which of the following statements describe literacy?

- ☐ Literacy is the ability to read and write
- ☐ Literacy helps us solve problems and make decisions
- ☐ Literacy skills allow us to communicate effectively
- ☐ All of the above

2. Rigorous College and Career readiness standards include which of the following literacy skills?

- ☐ Speaking and Listening, Writing, Math, Language
- ☐ Science and Social Studies, Culinary Arts, Technology, Reading
- ☐ Reading, Writing, Speaking and Listening, Language
- ☐ Technology, Reading, Publishing, Writing

3. Which of the following statements is true?

- ☐ Oral language and reading skills develop in exactly the same way
- ☐ Oral language skills are fully developed when a child turns 8 years of age
- ☐ Oral language skills develop most rapidly when a child turns 10 years of age
- ☐ Oral language skills are very important to a child's ability to learn to read

4. Only classroom teachers during the school day can teach students to be better readers:

- ☐ True
- ☐ False

5. Which of the following is not one of the five components of reading?



Reader's Theater

Reader's Theater is a highly engaging and motivating reading strategy that promotes connected text fluency, reading aloud with expression and confidence. Unlike traditional theater performances, reader's theater does not require costumes, props or memorization. Reading aloud from a script, readers use only their voices, facial expressions, and gestures to interpret the emotions, attitudes and motives of characters. Instead of acting out the scenes as in a play, the performer's goal is to read a script aloud effectively, enabling the audience to visualize the action.

Repeated reading of scripts is the key component of reader's theater. Repetition first builds word level automaticity which then allows readers to focus on oral reading expression. Students are more likely to reread if they know they will be performing a reading for an audience.

[Watch a video of students performing a Reader's Theater piece.](#)

How-To Steps:

Tips for Implementing Readers Theater:

Extension: Writing Readers Theater Scripts:

ELL box: Fluency is an important issue for students who are English-language learners. Research indicates that fluency can be improved with repeated readings, such as during Readers Theater.

« Vocabulary Development

Book Clubs »



Family Literacy Events

Family literacy events are special times when parents and caregivers are invited to the 21st CCLC program to engage in literacy activities with their student. These events are intended to encourage involvement in the program and provide caregivers ideas for supporting reading and writing in the home setting.

Steps for Planning a Family Literacy Event:

Tips for Implementing Family Literacy Events:

Extension Ideas:

Resources/Links:

[« Writer's Workshop](#)

[Pull It Together »](#)



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Connecting with School Staff about Literacy

Professional contact between your program staff and school-day literacy leaders, like Reading Specialists, Reading Coaches, Special Education Teachers or the Library Media Specialist promotes the healthy transfer of ideas, information and skills. Most likely, the schools your students attend have a very clear mandate about developing literacy skills. Schools typically have a wealth of information about the reading and writing abilities of the children they serve. Your staff can become better prepared to support literacy development by engaging in dialogues about good reading and writing practice and identifying individual or small group needs that can be used to inform your planning.

Who can help?

Reading Specialist:

Reading Coach:

Special Education Teacher:

Library Media Specialist (LMS):

[« Building a Successful Team](#)

[What Does the Data Tell Us? »](#)



Select Trainings

The [Teach](#) section of the Y4Y portal includes training resources to use with your staff. Use Training Starters to jumpstart creating your own trainings, or click on a Training to Go for a complete training packet to use with your team. Here are the Literacy trainings to explore on Y4Y:

Literacy Trainings to Go

- **5 Components of Reading:** Understand the five key areas that were most effective in teaching children to read: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Support staff in planning engaging reading activities and projects to develop the skills of all readers.
- **The Writing Process:** Understand the "why" and "what" of supporting rigorous college and career readiness standards. Gain strategies for integrating these standards into programming.
- **Literacy Standards:** Understand the types of writing students need to know and be able to produce and activities that will make writing more engaging and accessible to students. Train staff with easy-to-implement strategies for incorporating writing into programming.

Literacy Training Starters

- **BDA Lesson Planning:** Understand the "Before, During, and After" reading process, and learn how to implement it in your program. Includes a sample lesson plan based on Otis and a customizable template to create one based on a reading of your own choosing.
- **Incorporating Writing in Your Program:** Learn and understand various tools to guide writing, and plan how to incorporate writing projects into your program.
- **Literacy Activity Centers:** Identify the purpose and benefits of literacy activity centers, plan how to use them, and be prepared for potential challenges.

[« Explore Leveling Frameworks](#)

[Readiness Check »](#)



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Y4Y > Teach > Literacy

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Literacy

Trainings To Go



Trainings to Go are hour-long training plans that include a PowerPoint, handouts, and training guides. Click the trainings to get tips on how to customize professional development plans to fit different staff needs, training time frames, and training goals.

Training Starters



Training Starters help you plan trainings on key topics related to the subject matter. Click the different training starters for tips on creating trainings that address your program needs and next steps.

Tools



Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.

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Incorporating Writing Into Your Program

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Literacy Activity Centers

Identify the purpose and benefits of literacy activity centers, plan how to use them, and be prepared for potential challenges.

Tools



Project-Based Learning



Civic Learning and Engagement



Aligning With The School Day



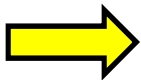
STEM



Strengthening Partnerships



Family Engagement



Literacy



Literacy

Learn

Developmental Stages of Reading
Literacy "I Can" Progression Ladders
Literacy Anchor Standards
Oral Reading Fluency Rubric
Phonemic Awareness Continuum
Text Structures and Signal Words

Assess and Reflect

Comprehension Checklists
Peer Editing Checklist
Reader Questionnaire 2-3
Reader Questionnaire 4-6
Reader Questionnaire 7-12
Reader Questionnaire K-1

Six Key Strategies

Text Genre Checklist

Plan and Implement

BDA Lesson Planner
Comprehension Activities
Editing Tips for Students
Effective Questioning
Everyday Fluency Strategies





BDA Lesson Planner: Before, During, and After

Use this checklist as a pre-planning tool to determine the purpose(s) of the Before, During and After comprehension strategies and activities to be used in the lesson.

BDA PURPOSE CHECKLIST

"BEFORE READING"

Purpose(s):

- ☐ activate prior knowledge
- ☐ discuss new vocabulary
- ☐ establish a purpose for reading
- ☐ build background knowledge
- ☐ make predictions
- ☐ generate questions
- ☐ other _____

"DURING READING"

Purpose(s):

- ☐ engage with the text
- ☐ integrate new information with prior knowledge
- ☐ summarize text
- ☐ self-monitor comprehension
- ☐ construct graphic organizers
- ☐ verify and formulate predictions
- ☐ visualize text
- ☐ other _____

"AFTER READING"

Purpose(s):

- ☐ reflect on the content
- ☐ answer questions related to text
- ☐ respond to text through discussion
- ☐ respond to text through writing/drawing
- ☐ evaluate predictions
- ☐ retell or summarize
- ☐ other _____



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Plan and Implement

BDA Lesson Planner

Comprehension Activities

Editing Tips for Students

Effective Questioning

Everyday Fluency Strategies

Family Literacy Event Planning Checklist

Frayar Chart

Literacy Activity Center Planner

Literacy Everywhere



Phonemic Awareness and Phonics Activities

Pre-Writing Activities

Revision Conference Planner

Sample BDA Lesson

Semantic Map

Standards to Practice Planning Tool

Vocabulary Collage

Vocabulary Parade





Phonemic Awareness and Phonics Activities

These activities build students' ability to notice, think about, and work with individual sounds in spoken words (phonemic awareness) as well as map sounds unto written letters (phonics). Choose activities that fit your students, resources, time, and staff. Recognize that you can use multiple activities at once, or use different activities at different times.

Activity	Description	Ideas for implementation and variations
Song: If You Think You Know This Word (Sing to tune of "If You're Happy and You Know It")	If you think you know this word, shout it out! If you think you know this word, shout it out! If you think you know this word, Then tell me what you've heard, If you think you know this word, shout it out! [Sound out word, e.g. /c/ /a/ /t/, have students respond by blending sounds into the word: cat]	
Song: Twinkle, Twinkle Little Word (Sing to tune of "Twinkle, Twinkle, Little Star")	Twinkle, twinkle, little word What's the new word to be heard? If I take off the FIRST sound What new word will now be found? Take the /sh/ right off of shout. Now the new word sounds like... _____. (out) Change it up: Substitute "If I take off the LAST sound" for third line and practice taking the ending sounds off a word, e.g. Take the /er/ right off of hammer. Now the new word sounds like... _____. (ham)	



Literacy

Learn

Developmental Stages of Reading

Literacy "I Can" Progression Ladders

Literacy Anchor Standards

Oral Reading Fluency Rubric

Phonemic Awareness Continuum

Text Structures and Signal Words

Assess and Reflect

Comprehension Checklists

Peer Editing Checklist

Reader Questionnaire 2-3

Reader Questionnaire 4-6

Reader Questionnaire 7-12

Reader Questionnaire K-1

Six Key Strategies

Text Genre Checklist

Plan and Implement

BDA Lesson Planner

Comprehension Activities

Editing Tips for Students

Effective Questioning

Everyday Fluency Strategies



Oral Reading Fluency Rubric

Fluidity	Beginning Hesitations and extended pauses in every line of print; no rhythm or phrasing	Developing Occasional inappropriate pauses; only occasional hesitation or repetitions; rare prompting; only occasional choppiness	Proficient Smooth reading overall with few pauses, hesitations, or repetitions; word or structural difficulties are quickly self-corrected; appropriate varied rhythm and phrasing	Exemplary Smooth, connected reading with no inappropriate pauses or hesitations; rare false start is immediately self-corrected; appropriate varied rhythm and phrasing
Phrasing	Beginning Reads in a word-by-word manner; awkward breaks in any phrasing attempted	Developing Some inappropriate phrasing; attends to punctuation boundaries	Proficient Usually chunks text into syntactically meaningful units; attends to punctuation boundaries	Exemplary Consistently chunks text into syntactically meaningful units; attends to punctuation boundaries
Expressiveness	Beginning Reads with equal stress to each word; reads in a monotone with no expression; fails to mark end of sentences and clauses	Developing Uses some appropriate expression; reads with reasonable stress; uses intonation that marks end of sentences and clauses	Proficient Generally uses appropriate stress and intonation with adequate attention to expression, including voice change at quotations and appropriate rise and fall of voice	Exemplary Consistently attends to appropriate stress, intonation, and expression, including consistent voice changes for quotations; demonstrates sensitivity to mood and tone; alters rate as needed for dramatic effect
Rate	Beginning Reads slowly & laboriously or reads too quickly.	Developing Reads with an uneven mixture of fast and slow pace	Proficient Reads moderately smoothly	Exemplary Consistently reads at conversational pace; appropriate reading throughout
Accuracy		Total words read ____ / total words correct ____ = percentage of words read correctly ____		

Q & A



Register



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NEW! Check for Understanding

Y4Y > Learn > STEM > Introduction > Check for Understanding

Check for Understanding

1. The abbreviation STEM stands for all of the following except:

- ☐ Science
- ☐ Technology
- ☐ Exercise
- ☐ Mathematics

2. True or false: STEM activities should be done only during the school day.

- ☐ True
- ☐ False

3. STEM activities in Out-of-School Time work best when they are:

- ☐ Real, active, local
- ☐ Theoretical
- ☐ Lecture-based
- ☐ All of the above

4. Out-of-School Time staff can build students' critical thinking skills by:

- ☐ Having students memorize facts
- ☐ Asking effective questions
- ☐ Giving answers
- ☐ All of the above

5. _____ learning is an approach to learning that involves exploring, asking questions, and making discoveries.

- ☐ Expert
- ☐ Academic
- ☐ Classroom
- ☐ Inquiry

NI

Completion

The You For Youth (Y4Y) Portal
presents a

CERTIFICATE

Of Completion

Karen Tylek

has demonstrated understanding of the Introduction to

STEM

on You for Youth

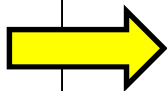
March 21, 2014

on this date

YOU FOR YOUTH



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completed


completed

completed

completed



Today's Webinar

- Learn about the new Literacy resources available on Y4Y.
 - Gain ideas for integrating Literacy activities into your program.
 - Discuss strategies for working with staff, students, and families.
- 



Next Steps

Visit the **Network** section on Y4Y to:

- Download today's PowerPoint presentation
- View a recording of today's webinar
- Access resources highlighted in today's webinar

Don't forget to register!

<http://y4y.ed.gov/join>

Thank You!



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